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ABSTRACT

This annotated bibliography highlights the major points of ERIC documents and journal articles focusing on the professional development of community college faculty. Covering the period between 1979 and August 1986, the bibliography is divided into the the following areas: general directions in staff and program development (14 entries); purposes (7 entries); methods (11 entries); research studies (6 entries); and part-time faculty development (10 entries). (EJV)

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RECENT PERSPECTIVES ON FACULTY DEVELOPMENT IN COMMUNITY COLLEGES: AN ANNOTATED BIBLIOGRAPHY

by

Patricia Morris Donegan

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An examination of recent education journal literature indicates that professional development for community college faculty is a topic of continuing concern in higher education. A literature search of the ERIC database from 1979 through August 1986 has revealed this collection of journal citations which can be categorized into the following areas of concern regarding community college faculty development: general directions, purposes, methods, research studies, and part-time faculty.

This annotated bibliography will highlight the major points of these articles and thereby present the professional literature's perspective on the current state of faculty development in two-year colleges.

GENERAL DIRECTIONS

Atschuler, Thelma C., and Richter, Suzanne L. "Maintaining Faculty Vitality." New Directions for Community Colleges, 1985, 13 (4), 49-61.

Teacher burnout may result from several factors including underprepared students, heavy teaching loads, repetition and boredom, elitist attitudes, and changing subject matter. Cures for burned-out or depressed faculty include: 1) institutional accommodations which negate boredom, encourage creativity, and reward performance; 2) administrative sensitivity to faculty frustration; and 3) self-knowledge. Ways to avoid burnout include variety, appreciation, sharing, administrative consistency, and a teaching emphasis.

Arreola, Raoul. "Establishing Successful Faculty Evaluation and Development Programs." New Directions for Community Colleges, 1983, 11 (1), 83-93.

Two major reasons why faculty evaluation and development programs fail include administrator apathy and faculty resistance. A general error often committed is that the faculty evaluation program is implemented without establishing its clear relationship to the faculty development program and vice versa. Twelve guidelines for overcoming obstacles and avoiding errors are presented including the identification and enlistment of high level administrative support, responsiveness to

faculty concerns, and the establishment of development centers, advisory boards, and faculty reward structures.

Barwick, Joseph T. "The "Liberal Art" of Staff Development." Community College Review, 1980, 7 (4), 27-31.

Staff development programs should prepare faculty both professionally and psychologically for the changing educational environment. Staff development should address not only cognitive areas such as updating discipline subject matter and teaching skills but also affective areas such as attitudes about self, work, and the institution.

Bender, Louis W., and Lukenbill, Maureen D. "Human Resource Development: Let's Begin with Ourselves." Community and Junior College Journal, 1984, 55 (2), 16-18.

While community and technical colleges have been instrumental in assisting business and industry to meet human resource development needs, they have not responded to their own needs for continuous, systematic development of institutional human resources. Effective approaches to staff development often include frequent dialog with industry practitioners and release time opportunities to update job experience in the field. The authors recommend that faculty contracts stipulate that one day per month be committed to an organized professional development activity and that all community colleges designate a specific portion of the operating budget to support human resource development activities.

Elsner, Paul A. "Management as a Creative Human Resource." Community and Junior College Journal, 1981, 51 (5), 5-9.

In times of fiscal constraint, community colleges must endeavor to use all their human resources creatively. Seven general principles for faculty developement include: 1) an intelligent point of coordination of development activities should be found; 2) the best development programs are decentralized as far as administration intrusion is concerned; 3) monetary incentives and release time are optimal motivators; 4) external forces or even personal crisis are more successful initiators of change than theoretically designed plans; 5) peer influence is a major component of successful development programs; 6) the best programs are a result of joint administration and faculty design; 7) a good faculty development program is tied to institutional mission but also allows initiative for individual experimentation.

Hammons, James. "Faculty Development: A Necessary Corollary to Faculty Evaluation." New Directions for Community Colleges, 1983, 11 (1), 75-82.

Faculty development and faculty evaluation, both essential elements in institutional improvement, share the common goal of promoting improved individual performance leading to improved organizational performance.

While the end sought by each are the same, faculty development and faculty evaluation differ significantly in focus, objectives, and the role of the supervisor and subordinate. Although evaluation and development represent a substantial influence for positive organizational change, each alone is insufficient. When one is present without the other, short term gains are usually followed by the disappointment finding that the institution has not changed. To successfully coordinate faculty development and faculty evaluation, all three basic factors influencing performance in organizations - ability, motivation, and climate - must be positively affected in both development and evaluation efforts.

"New Directions in Two-Year College Mathematics." College Mathematics Journal, 1985, 16 (3), 242-245.

Recommendations that emerged from a conference on the state of mathematics in two-year colleges included the following suggestions related to faculty development: 1) faculty must foster their own continued growth while two-year colleges should view these efforts of faculty as essential and support them financially; 2) college administrators should encourage, support, acknowledge, and reward renewal efforts by faculty; 3) professional organizations should provide a variety of activities and assistance for faculty growth; 4) the private sector and two-year colleges should facilitate faculty participation in industry, including short term work experiences, as a valuable form of development."

Palmer, Jim, and Zwemer, Diane. "Sources and Information: Maintaining Institutional Integrity." New Directions for Community Colleges, 1985, 13 (4), 77-101.

This annotated bibliography includes ERIC materials on several topics including maintaining an effective faculty. The eighteen citations on faculty development reflect two major directions: efforts to revitalize an older, stable faculty and efforts to integrate growing numbers of part-time instructors into the college community.

Rausch, Emilie-Marie. "Professional Development for the Two-Year College Instructor." ACA Bulletin, 1986, No. 55, 83-85.

Instructors in two-year colleges are obligated to engage in professional development because: 1) student populations are increasing and becoming more diversified and 2) the increasing demand for accountability requires efforts to improve competence continually. Barriers to professional development include lack of time and financial resources. Professional associations, university departments, and administrators at two-year colleges should all help individual faculty members meet their development obligation.

Vaughn, George B. "In Pursuit of Scholarship." Community, Junior and Technical College Journal, 1986, 56 (4), 12-16.

A history of teaching excellence has been the community college's greatest educational contribution whereas failure to pursue scholarship has been the community college's greatest flaw. Graduate programs which have produced the faculty members have often emphasized that aspect of scholarship leading to new knowledge rather than that aspect leading to new interpretations and applications of existing knowledge, an approach that might be most useful in the community college. The concepts of research and scholarship are differentiated through contrasting definitions. Ten practical hints for doing scholarly work are offered.

Vincent, William E. "Locked In and Locked Out." Community and Junior College Journal, 1980, 50 (5), 54-55.

The "young blood" of the 1960s is getting tenured-in at a time when the professional development and advancement of many would be facilitated if they could obtain appointments elsewhere. A result is that many energetic faculty find themselves both "locked in" and "locked out." A faculty development program should be a positive and collective effort to extend existing strengths and to apply them in new ways. To be effective, development programs must be based on teachers' individual strengths and have the support of the faculty.

Vogler, Daniel E. "Inservice: Developing Faculty Strength." Community College Review, 1980, 8 (2), 35-40.

Faculty are motivated to participate in inservice activities for one of three reasons: they want to, they are made to, or they are sufficiently uncomfortable so they decide to participate. Both organizational change and curricular change can be valuable vehicles for program content. The four phases of inservice education (feasibility assessment, development, implementation, and evaluation) are discussed and dimensions of inservice politics are listed.

Wiesner, Peter. "Who is Responsible for Faculty Development." Community College Frontiers, 1979, 7 (3), 34-36.

Community college faculty development programs should take place within the context of institutional development. Such programs nurture professionalism by recognizing faculty autonomy and by realizing that attempts to refine teaching practices through externally imposed faculty development takes away this autonomy. Only is an institution supports the professional goals of its faculty can it hope to exert influence and leadership in faculty development.

Zion, Carol. "Extending the Ladder: Some Suggestions to Staff and Program Development Practitioners." Community College Review, 1981, 8 (4), 27-31.

As the educational role of community colleges stabilizes, it is recommended that program and staff development planning focus on human and organization dynamics, helping teachers provide remediation within the subject classroom, faculty retraining and career alternatives, productive retirement for instructors, and performance appraisals. As part-time student enrollment rises and full-time enrollment declines, changes in instruction and in the instructor role will be facilitated by appropriate professional development activities.

PURPOSES

Barshis, Donald. "The Art of Teaching Versus Teaching the Arts." New Directions for Community Colleges, 1983, 11 (2), 55-62.

The author points to the City Colleges of Chicago (CCC) humanities faculty's general opposition to mastery learning and queries whether there are basic contradictions between this kind of pedagogy and the assumptions of humanistic education. The functional characteristics of mastery learning are listed and it is noted that these characteristics address conditions for learning (clear course objectives, norm-referenced grading, sequential learning units) rather than specific presentation techniques for course content. The author states that those CCC faculty who have rejected mastery learning have done so as a consequence of their lack of experience in and professional devaluation of teacher training. The strategies used in CCC's faculty development program to introduce mastery learning are discussed.

Bleyer, Dorothy R. "Higher Education's Omission: The Preparation of Community College Teachers." Community College Review, 1979, 6 (3), 46-51.

Three basic assumptions about community college faculty are offered: 1) the prospective teacher cannot possibly be fully prepared at the time he obtains his first position; 2) instructors may be asked to teach in two or more subject fields; 3) every instructor will have some responsibility for the education of students who are unprepared, culturally different, older, or unmotivated. Community colleges need to provide effective preservice and inservice professional development programs to prepare instructors to meet the needs of underprepared students and to enable instructors to teach in two or more subject areas.

Boggs, George R. "Faculty Evaluation." Community College Review, 1983, 11 (2), 34-41.

Integration of effective faculty evaluation programs with dynamic

faculty development programs can positively affect the relationship between instructors and supervisors as well as improve the quality of instruction and student performance. Faculty evaluation should utilize multiple methods including evidence of student learning and peer, student, self, and administrative evaluation. Administrative evaluation should involve classroom observation of teacher and student behavior plus pre- and post-observation conferences to develop plans for improvement.

Cain, Rudolph A. "Equal Opportunity and the Community College." Journal of Negro Education, 1982, 51 (1), 16-28.

The backgrounds and attitudes of faculty in community colleges may conflict with the colleges' goals of providing equal educational opportunity to students. Such a situation might be improved by focusing attention on four areas: 1) graduate training for those aspiring to teach in community colleges should be more readily available; 2) community colleges should develop viable and meaningful professional development programs by working cooperatively with the faculty, administrators, community college boards, state community college agencies, professional associations, and collective bargaining agents; 3) the presence of more minority faculty members could reduce the level of alienation felt by many minority students; 4) faculty development should attempt to resolve the identity crisis of community college instructors by helping them understand their role in the mission of the comprehensive community college.

Cloos, Carol M. " "New" Students: "New" Preparations." CEA Forum, 1980, 11 (1), 13-15.

The "new" students include nontraditional students who may be older, underprepared for college work, handicapped, or employed full time. The author provides ten practical teaching suggestions for ways two-year college English instructors can understand and work with the nontraditional student.

Durbak, Ivan R., and Sadnytzky, Nicholas O. "The Hidden Crisis in Education: Faculty Computer Illiteracy." Community College Review, 1984, 12 (1), 7-13.

College administrators should ensure that computers are available for faculty use in three areas: 1) instruction; 2) personal scholarship; 3) administrative tasks. Barriers to improving faculty members' computer literacy include their personal resistance, hardware and software costs, building space, security, service and maintenance, supplies, and lack of computer support personnel. Six steps for a faculty development program to improve computer literacy are listed.

Villa, Jane Kathryn, and Chalmers, Michael. "A Participative Process for the Design and Production of Adult Basic Education Training Resources." Community College Review, 1981, 9 (2), 15-18.

The directors and instructors involved in community college Adult Basic Education (ABE) programs in North Carolina participated in a three stage participative process to create and test resources for ABE staff development in that state. The workshops used at each stage of the process were designed to prepare the resources with, not for, ABE personnel. After the developed resources were actually in use for six weeks, a series of evaluation workshops were held around the state to assess the resources weaknesses. Suggestions from the evaluation workshops were compiled and distributed to the participants. The production of the ABE resources proved to be a significant staff development exercise in itself.

METHODS

Alfred, Richard L., and Nash, Nancy S. " Faculty Retraining: A Strategic Response to Changing Resources and Technology." Community College Review, 1983, 11 (2), 3-8.

Changing economic conditions, shifting labor market needs, and rapid changes in technology are forcing many community colleges to retrain or revitalize faculty in career programs. Experience has shown that faculty retraining programs will be successful if some or all of the following conditions are present: 1) the faculty understands that financial and labor conditions have created the need to retrain; 2) an atmosphere of collegiality and loyalty to the college prevails among faculty; 3) funds are specifically dedicated for faculty retraining; 4) retraining is targeted toward course content areas closely related to the instructional proficiency of the teaching faculty. An industry-education exchange model, in which retraining is viewed an institutional need and an industry responsibility, is proposed. Operation of this model would produce an annual program of activity with responsibility for specific functions divided between industry and education. Benefits of retraining include improved college responses to fluctuations in industrial labor needs and to the changing faculty supply in high demand occupations.

Beatty, Paulette T. "A Case for Instructional Improvement Programs in Community Services." Community College Review, 1980, 8 (2), 45-49.

The community service program can gain full acceptance into the community college institutional role if it functions as a complement to the traditional program and assists the college in serving the entire community. Deans and directors of community service programs should strive to improve the instructional aspects of their programs so as to gain full acceptance of the community service component. Strategies for improving instruction in the community service program include faculty orientations, faculty development agreements, faculty survival guides, faculty task forces, teacher resource centers, division newsletters, mission and management councils, and small grants funds.

Bridge, Peter G. "Externships: Two-Way Street." Community and Junior College Journal, 1980, 51 (1), 35-38.

The Faculty and Community Externship Program at Champlain College in Vermont has two components. The first allows faculty members to volunteer for full time external jobs related to their teaching fields and the second makes it possible for qualified persons from the community to become temporary full time instructors at the college during the absence of a faculty member who is externing in the community. The goal of this program is to further update students' skills and knowledge by bringing current and experienced practitioners into the classroom while allowing faculty members to refresh their discipline knowledge and skills by working in a community job related to their field. One benefit is the fact that faculty and community externs do not need to move to a new town in order to enhance their skills. A second benefit is the positive growth and change in the attitudes of college faculty and community practitioners toward each other.

Golden, Sandra. "Cuyahoga Collars Scholars on Campus." Community and Junior College Journal, 1983, 54 (1), 32-33.

Cuyahoga Community College in Ohio has established a scholar-in-residence program which is comprised of a series of faculty developement activities focused on excellence in teaching and learning. The first program component is the faculty lecture series which provides a vehicle for intellectual exchange. These lectures are preceded by dinners and followed by coffee hours so as to allow time for the faculty and the community in attendance to interact and to become aware of the scholarship of their colleagues. The second program component involves discussion groups held in faculty member's homes to discuss topics influencing attempts to achieve academic excellence, such as egalitarianism versus elitism in the community college or collective bargaining and collegiality. The third component involves the publication of a semiannual scholarly journal. Plans are underway to implement a faculty exchange program, both locally and internationally, as an additional component.

Hill, John P. "Funds for Excellence: A College Faculty/Industry Partnership." Community College Review, 1985, 13 (1), 12-15.

Thomas Nelson Community College in Virginia has established a faculty development program which makes it possible for faculty members to take time off to enter or re-enter business or industry. The three goals established for the program include: 1) updating the skills and knowledge of the faculty participants; 2) updating the technical curricula and/or courses; 3) improving the communication process between the business/industrial community and the college. An evaluation of the program's initial year by faculty participants, division chairperson, and participating businesses and industries

revealed that the program successfully accomplished its goals.

Kiefer, Jerry. "Foundation Faculty Fellowships Find "Real World" " Community and Junior College Journal, 1984, 54 (5), 33-34.

Aims Community College in Colorado established the Aims Foundation Faculty Fellowship Program in 1982 to encourage faculty involvement with business and industry for professional renewal, upgrading, and motivation. To receive a fellowship from the program, individual faculty members must develop their own development plan which honors the following criteria: 1) the working relationship with the employer is to be two to six weeks in length; 2) the participation in business, industry, or some other nonteaching or nonstudent assignment must be directly related to the individual faculty member's instructional discipline; 3) the activity must relate specifically to the instructor's classroom assignment at the college. The evaluation reports submitted by the faculty at the conclusion of their fellowship experiences indicate that the program is successful for both faculty and employers.

Lavrakas, Lefteris. "Flexible Calendar: Pilot Program at Saddle back Community College." Community College Review, 1980-81, 8 (3), 58-62.

Inaugurated by the California Legislature in 1976, the Flexible Calendar Pilot Program allows participating colleges to reduce instructional calendars from 175 to 160 days and to devote the fifteen days gained to projects deemed important by the individual college. Saddleback College used the time gained through this program to concentrate on staff development and inservice activities. In addition to institution-wide events, such as faculty workshops, forums, and media fairs, faculty have used the time for individual projects including field visits to other college programs, subject area research, and new course/program development.

Schultz, Raymond E., and Terrell, Roland. "International Education: A Vehicle for Staff Revitalization." New Directions for Community Colleges, 1979, 7 (2), 37-47.

Interest and enthusiasm about community college staff development can be enhanced by the inclusion of international experiences including international exchange programs, group study abroad programs, foreign curriculum consultants, serving as host families, and workshops, conferences, and institutes on international education. The article lists guidelines for the initiation of international education for staff development, identifies potential problem areas, and provides implications for action.

Smith, Al. "Promoting and Rewarding Good Teaching: Florida's Master Teachers Seminar." Community College Frontiers, 1980, 9 (1), 18-20.

One-and-a-half day seminars were held in five locations in Florida during 1979 to assist community college faculty members in that state to gain new ideas and resources for the improvement of their instructional programs. Participants were able to take the seminars on either an audit or regular graduate credit basis through the University of Florida. Participants prepared papers presenting ideas for improving curriculum and/or instruction in colleges or in the state community college system. At each seminar, six papers were presented and discussed. As a final seminar project, each participant was required to develop an action plan for curriculum and/or instructional improvement in his college. Having submitted a written plan, participants returned to their colleges, implemented the plan, developed a progress report, and prepared to attend a follow-up institute to evaluate the plan outcomes. Such seminars create a variety of benefits including the exchange of ideas, opportunities to reflect on major problems affecting instruction and curriculum, and the establishment of collegial networks.

Van Dyke, Janice. "Placing Teachers in Industry." VocEd, 1983, 58 (8), 48-49.

Schools with strong two-year technical training programs have been leaders in offering industrial leave as a professional development option. An informal survey of industrial leave programs at two-year schools around the country has revealed that such programs vary in names, duration of leave, and financing. Industrial programs at several of the surveyed institutions are briefly discussed.

Van Wyck, William F. "Staff Development for an Ag-Tech College." Community College Frontiers, 1979, 7 (4), 27-33.

Having conducted an analysis of staff needs, the initial effort toward staff development at Delphi College in New York involved a five day workshop geared toward the practical aspects of media technology. The workshop evaluation revealed that the predetermined objectives were achieved. A survey assessing faculty and staff future needs and interests regarding professional development was conducted and subsequently additional workshops and mini-courses were offered based on specific interest areas. A list of principles which facilitated this college's initial staff development efforts is presented.

RESEARCH STUDIES

Caffey, David L. "Full-Time Faculty on Faculty Development: Their Perceptions of What Is and What Should Be." Community/Junior College Research Quarterly, 1979, 3 (4), 311-323.

A sample of 300 full-time faculty members from eight Texas public community-junior colleges was surveyed to determine their attitudes

toward faculty development goals and activities. Data was collected by means of a five point Likert-type scale questionnaire. An initial mailing of the questionnaire and cover letter was followed by two subsequent mailings in an attempt to produce a maximum number of returns. Survey analysis of the faculty responses to goal and activity items indicate an adherence to those items most directly relating to the ongoing teaching performance of the individual faculty member. The data appear to point to a distinction between universal management functions (i.e., evaluation, indoctrination to institutional policies, etc.) and functions relating to the ongoing professional performance of faculty members. Findings also show that faculty members new to the institution or new to the profession ascribe high importance to a wider range of faculty development goals and activities than do other faculty members on the whole. Faculty responses to the goal and activity items offered indicate a strong preference for activities that can be pursued independently or individually.

Hansen, Desna Wallin. "Faculty Development Activities in the Illinois Community College System." Community/Junior College Quarterly of Research and Practice, 1983, 7 (3), 207-230.

The chief academic officers of the 52 campuses in the Illinois Community College System were surveyed to determine the kinds of faculty development activities being offered in Illinois community colleges, the extent and sophistication of the evaluation of faculty development activities, and the ways in which these activities are perceived as contributing to the improvement of instruction. The survey instrument employed categorical, scaled, and fill-in response modes and consisted of two sections, "Activities" and "Use of Evaluations." Analysis of the collected data found that a wide variety of activities, including orientation, inservice, professional, individual, and group, are available to community college faculty. Orientation activities were viewed as being moderately useful in the improvement of instruction. Respondents saw professional activities as somewhat more useful than inservice activities for the improvement of instruction. Group activities were generally perceived as being more useful than individual activities. Evaluation efforts were shown to be sporadic and unsophisticated.

Harnish, Dorothy, and Creamer, Donald G. "Faculty Stagnation and Diminished Job Involvement." Community College Review, 1985-86, 13 (3), 33-39.

Full-time faculty community college faculty members who had been employed in their present positions for at least ten years were personally interviewed to examine job attitudes and work behaviors. The sample included 9 female and 25 male faculty members from eight academic divisions in one community college. Individual in-depth interviews lasting from one to two hours were conducted with each subject over a six week period. Interview data provided indicators of attitudes toward job affect (feelings toward the various areas of faculty work) and job contact (willingness to participate in or devote time to various areas of faculty work). Analysis of data revealed

four types of job involvement attitude patterns each with its own attitudinal and behavioral profile: Job Involved, Critics, Psychic Drop-outs, and Clock-punchers. The second part of the research findings indicate the routinization can be minimized by diversity in work tasks, skills used, and expanded role definition.

Hunter, Walter E., and Beyen, Eduard. "Administrators Versus Teachers: Their Perceived Differences and Similarities Regarding Staff Development Needs within Two-Year Colleges." Community/Junior College Research Quarterly, 1979, 3 (3), 239-249.

In 1974 and again in 1977, administrators and faculty in mid-America two-year colleges were surveyed to determine their perceptions regarding college staff development needs. These surveys were based on a state by state random sample of two-year colleges listed in the AACJC Directory of two-year colleges. The survey addressed six staff development needs areas and was designed to determine the extent of desired development and the difference between the present level and the desired level of development. Analysis of data indicates that administrators were concerned about developmental education, clientele served, marketing education, testing, behavioral objectives, new learners, recruitment, institutional development, and budgeting which faculty focused on development of cognate fields, student motivation, promotion and tenure, and publications and copyrights.

Manns, Edith Kelley, and Vericella, Biagio J. "Faculty Development in Allied Health: State of the Art." Journal of Allied Health, 1985, 14 (3), 267-277.

Administrative heads of a sample of two- and four-year colleges and universities/professional institutions were surveyed to determine current practices in allied health faculty development. A questionnaire survey, adapted from a similar study done in 1975, was used to identify what groups of faculty were most involved in faculty development practices, funding sources, the extent and organization of faculty development practices, and organizational characteristics for comparisons and profile development. Respondents indicated that workshops, seminars, and presentations dealing with methods of instruction and new knowledge in the field were used by the highest number of faculty and found to be most effective. Data on the use and effectiveness of assessment and analysis practices indicated that student ratings of instruction were widely employed and that faculty consultation with master teachers was rated as very effective. Respondents indicated that the following institutional practices were effective: the awarding of travel grants to refresh or update knowledge in a particular field, the availability of travel funds to attend professional conferences, the use of temporary teaching load reductions to work on new courses, major course revisions, or research areas, and the availability of summer grants for projects to improve instruction or courses. The results concerning the various methods and trends in funding were very similar among all levels of institutions. Collected data also revealed that there has been little attempt to document the effectiveness of faculty development programs.

Smith, Al. "The Impact of Florida's State and National Master Teacher Seminar Series: An Evaluation Report." Community College Review, 1982-83, 10 (3), 18-21.

Participants in the first five Master Teacher Seminars for Community College Faculty and the first National Teacher Seminar were subjects in a follow-up study to evaluate the impact of these faculty development experiences. Data was collected by means of a questionnaire which assessed three areas: 1) degree of project completions; 2) reasons for project completions or noncompletions; 3) additional projects and their nature. Analysis of questionnaire responses revealed that 40% of the participants had either fully completed or partially completed their seminar action plans. Seminars and actions plans tended to result in faculty implementing new or revised teaching methods or courses as well as providing encouragement for faculty to develop new or revised staff developement programs in their home institutions. Administrative and faculty support, fulfilling a felt need, and personal initiative were factors identified by study participants as the major reasons for completion of their seminar action plans.

PART TIME FACULTY

Bramlett, Patricia, and Rodriguez, Roy C. "Part-Time Faculty; Full-Time Concern." Community and Junior College Journal, 1982-83, 53 (4), 40-41.

Research studies have implied the long term effect of using part-time faculty without providing an adequate support system may deeply damage the reputation of the college in the community as well as split the institution internally. To be effective with part-time faculty, the administrators of the branch community colleges of New Mexico State University have used the following ten provisions: 1)specialized in-service for part-time faculty should be established; 2) release time should to be granted each semester for in-service and/or discussions with administrators; 3) instructional support staff must be specifically assigned to part-time faculty; 4) part-time instructors need to learn about student support services; 5) a specific handbook for part-time instructors should be published; 6) the exact legal standing of part-time faculty should be clearly documented in the institution's policies and procedures; 7) full-time faculty should be given a clear picture of the numbers, responsibilities, and duties of part-time faculty; 8) there should be some interaction between the part-time faculty and the full-time faculty, staff, and administration; 9) part-time instructors should indicate willingness to adapt their method of instruction to the needs of community college students; 10) the teaching performance of the part-time faculty should be evaluated.

DeSantis, Joseph P. "Support of Training Vocational-Technical Adjunct

Faculty." New Directions for Community Colleges, 1980, 8 (2), 67-71.

A statewide professional development plan for part-time vocational-technical faculty was established through the cooperative efforts of the Maryland State Department of Education and Maryland community colleges. Using a combination of state and federal funds, the plan provided for two Saturday workshops to be offered at two community colleges in different regions of the state. Prior to the workshops, an interest inventory was conducted to determine training needs as perceived by the adjunct faculty and the compiled results served as the basis of the workshop agenda. Attendance encouragement was provided by paying travel expenses plus a fifty dollar stipend for the full day session. The workshop sessions were videotaped so that other part-time instructors could experience these workshops at a future time. Experiences gained from Maryland's first statewide attempt to conduct structured workshops for adjunct faculty has provided the basis for a cooperative venture involving the National Alliance of Postsecondary Education Institutions/Districts.

Harris, David A. "From the President's Perspective: Part-Time Faculty in the 1980's." New Directions for Community Colleges, 1980, 8 (2), 13-16.

Community college presidents have recruited and used more part-time faculty during recent years due to increasing costs and decreasing revenues. Because of the lack of appropriate and well-implemented staff development programs, colleges fail to make the most of the diversity offered by part-time faculty. Staff development programs should be mandatory for part-time faculty and institutions should make allowances by contract for part-time faculty involvement. Although a strong faculty development program for part-time faculty will contribute to the recruitment, evaluation, and retention of adjunct instructors, it is also necessary to specify institutional expectations in adjunct faculty contracts.

Hoffman, John R., and Pool, Roger A. "Part-Time Faculty: Their Own Needs Assessment." Lifelong Learning: The Adult Years, 1979, 2 (8), 26-27.

Richland College in the Dallas County Community College District devised a part-time needs assessment survey during the 1978 spring term. In addition to identifying perceived staff development activities, the survey instrument also gathered data on other areas: number of semesters of part time teaching at Richland College; semesters taught at other campuses in the community college district; teaching experience outside of the community college district; percentage of part-time faculty currently employed in other educational institutions; job titles held; levels of educational attainment; extent of participation in orientation and staff development activities on a voluntary basis. Responses indicated a perceived need for improvement in several instructional development areas, such as nontraditional student learning and counseling and advisement of students. Survey results indicated a preference for

short-term workshops and professional meetings as the most feasible means for acquiring skills. The majority of the part-time faculty indicated that faculty development should occur on campus during a late summer period prior to the beginning of the fall semester.

Parsons, Michael H. "Realizing Part-Time Faculty Potential." New Directions for Community Colleges, 1980, 8 (2), 47-53.

A program to meet the professional development needs of part-time faculty at small institutions with limited resources was created and implemented at Hagerstown Junior College in Maryland. This program was based on a faculty developement model having six components: 1) recruitment; 2) orientation; 3) communication; 4) support services; 5) an instructional clinic; 6) evaluation. To be continually effective, modifications are made in this faculty development program are made whenever the needs of the participants or the directions of the college change. Two areas currently under consideration are: 1) the formation of a part-time advisory committee; 2) a "buddy system" pairing a full-time or senior part-time instructor to each new part-time instructor.

Pedras, Melvin J. "A Planning Model for the Design and Implementation of a Staff Development Program for Community College Part-Time Faculty." Community/Junior College Quarterly of Research and Practice, 1985, 9 (1), 71-77.

A research study was undertaken at Clark County Community College in Nevada so that a staff development model for part-time faculty in community colleges could be developed. Administrators, full-time faculty, and part-time faculty at CCCC completed a survey questionnaire collecting data on demographics of survey participants, opinions regarding specific training needs that could be included in staff development, and faculty perceptions as to the best conditions for staff development training. Research results indicated that: 1) the ultimate responsibility for the overall administration of part-time faculty staff development should reside with the office of the academic officer in charge of instruction or his designee; 2) a formal training program must be based on the needs of the community college part-time faculty; 3) curriculum components of a part-time faculty development program should include the mission of the community college, instructional development and delivery, legal aspects of education, and classroom and lab management of education; 4) full-time faculty and administrators should function as educators, supporting staff, and/or professional mentors in part-time faculty development programs; 5) part-time faculty development should be in the form of on-campus workshops limited to half-day and one day lengths and scheduled for either breaks in the school year or on weekends during the school year; 6) part-time instructors could bear a moderate amount of faculty development program costs if other avenues of funding cannot be found; 7) support services for part-time faculty development should include an advisory committee and a part-time faculty handbook.

Pierce, Harmon B., and Miller, Rosemary T. "Burlington County College: Development Program for Adjunct Faculty." New Directions for Community Colleges, 1980, 8 (2), 37-45.

Burlington County College in New Jersey has developed a part-time faculty development experience titled the Adjunct Training Institute. The purpose of the institute is: 1) to prepare faculty members to make decisions about methods of instruction and evaluation; 2) to enable the faculty to develop skills in the design of syllabi, packets, unit tests, and course evaluation; 3) to help faculty become familiar with the philosophy of the college and its students. The adjunct training institute is usually scheduled for five Saturdays mornings during the fall semester. Each of these sessions concerns a different topic as outlined in the institute's purpose. Adjunct faculty can choose to cover the same content by completing independent study packets rather than attend the formal Saturday workshops.

Rabalais, Michael J., and Perritt, John E. "Instructional Development for Part-Time Faculty." Community College Review, 1983, 11 (2), 20-22.

Hinds Junior College in Mississippi has developed a part-time faculty development program which includes an orientation session dealing with college purposes, course policy, faculty evaluation, management policies and procedures, and the library and media center. The orientation session is followed by modules which focus on teaching in general. The modules are held on the first Saturday morning of each semester. The four modules through which part-time faculty have progressed over a period of four semesters include: Introduction to the Community College; Teaching in General and Hinds Junior College in Particular; Testing and Grading; Media Usage; Student Characteristics. Evaluation of the orientation session and subsequent modules has indicated that both part-time instructors and college administrators feel that these professional development activities have been valuable.

Sillman, Donna. "Sources and Information: Using Part-Time Faculty Effectively." New Directions for Community Colleges, 1980, 8 (2), 89-100.

In additional to highlighting developments in part-time faculty characteristics, salaries, and recruitment, this review article surveys the professional literature's perspective on staff development for part-time faculty. A bibliography of relevant works from the ERIC junior colleges collection is provided.

Smith, Richard R. "Can Participatory Programs Realize Part-Time Faculty Potential?" New Directions for Community Colleges, 1980, 8 (2), 17-26.

Part-time faculty need inservice staff development programs to improve their teaching skills. Cooperative efforts between community colleges and universities would be a useful method of delivering such programs.

However, when exploring cooperative potentials between institutions, the hard realities of funding, staff reciprocity, and motivation must be addressed. Methods for delivering participatory faculty development programs include handbooks, graduate courses, inservice institutes, and formal degree programs.

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